

# **DIAGNOSTIC REVIEW REPORT**

**FOR**

## **SENECA HIGH SCHOOL**

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Louisville, KY  
40220

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***January 13-16, 2013***



***North Central Association Commission on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.***

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## **Introduction to the Diagnostic Review**

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a district/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards for Quality Schools and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the Diagnostic Review team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

## **Part I: Findings**

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

### **Standards and Indicators**

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

## Standard 1: Purpose and Direction

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that “in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement” and that “...lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institutions’ vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

<i>Standard 1 – Purpose and Direction</i>	Standard Performance Level
The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	<b>2.3</b>

Indicator		Source of Evidence	Performance Level
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• 30/60/90 Plan</li> <li>• Stakeholder Surveys</li> <li>• Faculty Retreat Minutes</li> <li>• Learning Team Opportunities</li> <li>• Stakeholder Interviews</li> </ul>	3

Indicator		Source of Evidence	Performance Level
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	<ul style="list-style-type: none"> <li>• Statement of Purpose</li> <li>• Hawks Intervention Data</li> <li>• Committee Membership</li> <li>• Stakeholder Interviews</li> <li>• Classroom Observations</li> </ul>	2
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> <li>• Stakeholder Surveys</li> <li>• Hawks Lesson Plans</li> <li>• 30/60/90 Plan</li> <li>• Quarterly Report</li> <li>• PIA Processes</li> <li>• Leadership Team Meeting Agendas/Minutes</li> <li>• Stakeholder Interviews</li> <li>• Classroom Observations</li> </ul>	2

## Opportunities for Improvement

Indicator	Statement	Rationale
1.3	Further develop leadership capacity among all staff members to engage and fully participate in continuous improvement planning activities focused on implementing the school's formal statement of purpose and direction.	Staff and principal interviews, 30-60-90 Day Planning, and meeting minutes revealed a strong desire to improve conditions that support student learning. However, the degree to which a documented, systematic continuous improvement planning process is directly impacting student achievement is not always apparent based on classroom observations and other documentation. Also, the existence of a systematic and documented plan for maintaining data profiles is not fully apparent. The degree to which all stakeholder groups are working collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction is not consistently evident.



## Standard 2: Governance and Leadership

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of school leadership research, Leithwood & Sun (2012) found that leaders (school and governing boards/authority) can significantly “influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and practices that strengthen school culture and foster collaboration within the organization.” With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their school communities to attain school improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow school leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution’s vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution’s policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

<i>Standard 2 – Governance and Leadership</i>	<b>Standard Performance Level</b>
The school operates under governance and leadership that promote and support student performance and school effectiveness.	<b>2.8</b>

Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	<ul style="list-style-type: none"> <li>• 30/60/90 Plan</li> <li>• Quarterly Report</li> <li>• Artifact Review</li> <li>• Safety Plans</li> <li>• Professional Development Plan</li> </ul>	3
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none"> <li>• Advisory Council Agendas and Minutes</li> <li>• SBDM Policies and Procedures</li> </ul>	3
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	<ul style="list-style-type: none"> <li>• Leadership Team Agendas and Minutes</li> <li>• Big Rock and Red Hawk Rounds</li> <li>• PLC Agendas and Minutes</li> <li>• Learning Walks</li> <li>• 30/60/90 Plan and 120/150/180 Plan</li> <li>• CSIP</li> </ul>	3
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	<ul style="list-style-type: none"> <li>• Hawks Intervention Program</li> <li>• Artifact Review</li> <li>• Prepare-Inquire-Act (PIA)</li> <li>• Stakeholder Surveys</li> <li>• Quarterly Report</li> <li>• Plus-Delta School Improvement Data</li> <li>• Stakeholder Interviews</li> </ul>	3
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	<ul style="list-style-type: none"> <li>• Stakeholder Surveys</li> <li>• Alumni Meeting Agendas</li> <li>• Artifact Reviews</li> </ul>	2

Indicator		Source of Evidence	Performance Level
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	<ul style="list-style-type: none"> <li>• PLC Meetings</li> <li>• Artifact Review</li> <li>• Learning Walks</li> </ul> Feedback, Schedules	3

## Opportunities for Improvement

Indicator	Statement		Rationale
2.5	<b>Develop strategies that will improve stakeholder participation and engagement and build a stronger sense of ownership and responsibility among all stakeholders in the success of the school.</b>	The extent to which the school has provided opportunities for parents to offer feedback, participate in policy development, or engage as collaborators in developing and implementing the school improvement plan was extremely limited.	

### Standard 3: Teaching and Assessing for Learning

A high-quality and effective system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of “student motivation, parental involvement” and the “quality of leadership” (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school’s curriculum and instructional program should develop learners’ skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert et al, 2010). The acquisition and refinement of teachers’ pedagogical skills occur most effectively through collaboration and professional development. These are a “necessary approach to improving teacher quality” (Colbert et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in “active organizational learning also have higher achieving students in contrast to those that do not.” Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, “supports teachers by creating collaborative work environments.” Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

<b><i>Standard 3 – Teaching and Assessing for Learning</i></b>	<b>Standard Performance Level</b>
The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	<b>2.3</b>

Indicator		Source of Evidence	Performance Level
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	<ul style="list-style-type: none"> <li>• Student Surveys</li> <li>• Classroom Observations</li> <li>• Self-Assessment</li> <li>• Teacher Interviews</li> <li>• Principal Interview</li> </ul>	2
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Leadership Team Meeting Documentation</li> <li>• Teacher Interviews</li> <li>• Principal Interview</li> </ul>	3
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Stakeholder Interviews</li> <li>• Stakeholder Surveys</li> <li>• Student Performance data</li> </ul>	2
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Self-Assessment</li> <li>• Teacher Interviews</li> <li>• Principal Presentation</li> <li>• Stakeholder Surveys</li> <li>• Student Performance Data</li> </ul>	2
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Staff Interviews</li> <li>• PLC Documentation</li> <li>• Stakeholder Surveys</li> <li>• Classroom and School Observations</li> </ul>	3

Indicator		Source of Evidence	Performance Level
3.6	Teachers implement the school's instructional process in support of student learning.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Classroom Observations</li> <li>• Teacher Surveys</li> <li>• Teacher Interviews</li> <li>• Principal Interview</li> <li>• Artifact Review</li> </ul>	3
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	<ul style="list-style-type: none"> <li>• Teacher Interviews</li> <li>• Teacher Survey</li> <li>• Principal Interview</li> </ul>	2
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	<ul style="list-style-type: none"> <li>• Parent Survey</li> <li>• Student Survey</li> <li>• Stakeholder Interviews</li> <li>• Artifact Review</li> </ul>	2
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	<ul style="list-style-type: none"> <li>• Student Survey</li> <li>• Student Interviews</li> <li>• Staff Interviews</li> <li>• Artifact Review</li> </ul>	3
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	<ul style="list-style-type: none"> <li>• Teacher Interviews</li> <li>• Parent Interviews</li> <li>• Self-Assessment</li> <li>• Principal Interview</li> <li>• Stakeholder Surveys</li> <li>• Artifact Review</li> </ul>	2
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> <li>• Professional Development Plan</li> <li>• Sign-In Sheets from Professional Development Activities</li> <li>• Teacher Interviews</li> <li>• Teacher Survey</li> <li>• Principal Interview</li> </ul>	2
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none"> <li>• Stakeholder Surveys</li> <li>• Principal Interview</li> <li>• Artifact Review</li> <li>• Stakeholder Interviews</li> </ul>	2

## Powerful Practice

Indicator	Statement	Rationale
3.5	<b>Educators at Seneca High School are to be commended for their efforts to create instructionally based professional learning communities in support of teaching and learning throughout the school.</b>	<p>The team found that the school has engaged in a process to embed collaborative learning communities throughout the school. All teachers in the school belong to a collaborative team. These teams meet on a formal and informal schedule. During the learning opportunities, these teams discuss instructional strategies, create common assessments, analyze assessment data, and adjust instruction based on their findings. The school provides opportunities outside of the class for students to receive additional academic assistance. These systems include Lunch and Learn, Hawks Intervention Plan (HIP) and flexible grouping within the team. Teacher interviews revealed that teachers clearly link collaboration to improvement results and enhanced student performance. One teacher stated, "I look forward to working with my team every day. I know I am a better teacher because of our collaborative team structure. My kids are benefiting from our collective knowledge; I can't imagine teaching any other way." Based on current research regarding best educational best practices, professional learning communities within schools across the country have led to increased student achievement and teacher effectiveness. Because of the efforts of educators at Seneca High School, there has been an increase in student achievement, and teachers have been empowered to become leaders, plan effective professional development activities and create learning communities throughout the school to support the purpose and direction of Seneca High School.</p>

## Opportunities for Improvement

Indicator	Statement	Rationale
3.1	Develop strategies that will ensure the all classrooms provide equitable and challenging learning experiences that ensure all students have opportunities to develop learning, thinking and life skills that lead to success at the next level.	Based on the review of documents, survey data as well as classroom observations, the team found that rigorous instruction did not exist in some classrooms. Classroom instruction did not always reflect effective instructional practices that contributed to the development of higher order thinking skills. In surveys, 68% of students responded that they agreed/strongly agreed with the statement, "My school provides me with challenging curriculum and learning experiences."
3.3	Increase student engagement through instructional practices that ensure achievement of learning expectations including opportunities for student collaboration, self-reflection, application, integration of content and skills, and use of technologies as instructional resources and tools.	Based on classroom observations, the team noticed that the majority of classrooms observed were lecture driven, and the primary student activity was note taking or independent seatwork. Classrooms were well-managed and appropriate levels of student engagement were observed in general. However, opportunities for students to develop critical thinking skills, engage in collaboration with other students, or reflect on their learning were very limited. Opportunities to integrate content from other disciplines or use technologies as instructional resources or tools were also very limited. 64% of students responded that they agree with the statement, "All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed." 44% of students responded that they agree with the statement, "All of my teachers change their teaching to meet my learning needs."
3.7	Further develop and refine teacher and staff mentoring, coaching and induction programs to support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Interviews and documentation reveal that while there are many new teachers at the school, there are also a sufficient number of veteran teachers to support more robust mentoring and coaching programs. Such a program would support the school's purpose and direction to provide an exemplary program for its students and build a strong of sense camaraderie among teachers.



Indicator	Statement	Rationale
3.8	<b>Develop strategies that will foster more meaningful engagement of families in their children's education and keep them informed about learning progress.</b>	The team found through parent and educator interviews and survey data that effective communication with families and community in meaningful ways is currently somewhat limited at Seneca High School. While school administration acknowledges that there has been some improvement, more opportunities to engage families are needed to support the school's purpose and direction and teaching and learning activities. When parents and/or guardians are provided with opportunities to be involved in their children's education, children have a better chance of successfully completing high school and becoming productive members of society. It also leads to increased parental involvement, support and commitment to the school's purpose and direction for improvement. In surveys, 54% of students responded that they agree/strongly agree with the statement, "My school offers opportunities for my family to become involved in school activities and my learning." 50% of students responded that they agree/strongly agree with the statement, "All of my teachers keep my family informed of my academic progress."
3.11	<b>Establish a process to ensure that all programs are systematically evaluated in regards to their effectiveness to support teaching and learning.</b>	Based on surveys, interviews, and the review of documents, the team found the school is providing a variety of professional learning programs that are job embedded and aligned to the school improvement plan. However, the degree to which the professional learning programs are systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning is very limited. School leaders are encouraged to ensure that professional learning programs build measurable capacity to improve student performance among all professional and support staff.

Indicator	Statement	Rationale
3.12	<p><b>Ensure that school personnel stay current on research related to unique characteristics of learning, (such as learning styles, multiple intelligences, etc.), and provide or coordinate related learning support services for all students. Further ensure that teachers implement new instructional strategies that are introduced and supported through professional learning activities.</b></p>	<p>Interviews and documents indicated that professional learning had been provided in the use of research-aligned practices including teaching to multiple intelligences. However, based on classroom observations and interviews, these practices were not detected in all classrooms. According to the survey data when parents were asked if their child “has access to support services based on identified need,” 67% agreed or strongly agreed with the statement. When students were asked if “my school provides learning services for me according to my needs,” 59% agree or strongly agree.</p>

## Standard 4: Resources and Support Systems

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, 2003) “demonstrated a strong relationship between resources and student success...both the level of resources and their explicit allocation seem to affect educational outcomes.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

<i>Standard 4 – Resources and Support Systems</i>	Standard Performance Level
The school has resources and provides services that support its purpose and direction to ensure success for all students.	<b>2.1</b>

Indicator		Source of Evidence	Performance Level
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school’s purpose, direction, and the educational program.	<ul style="list-style-type: none"> <li>• Executive Summary</li> <li>• Self-Assessment</li> <li>• Staffing Needs Assessment</li> <li>• Master Schedule</li> <li>• Recruitment Fair Data</li> <li>• Artifact Review</li> <li>• Principal Interview</li> </ul>	3

Indicator		Source of Evidence	Performance Level
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	<ul style="list-style-type: none"> <li>• Executive Summary</li> <li>• Self-Assessment</li> <li>• Principal Presentation</li> <li>• PLC Activities and Agendas</li> <li>• Classroom Observations</li> </ul>	3
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none"> <li>• Executive Summary</li> <li>• Self-Assessment</li> <li>• Principal's Presentation</li> <li>• Stakeholder Surveys</li> <li>• Classroom Observations</li> <li>• JCPS School District Facilities Plan</li> <li>• Artifact Review</li> </ul>	2
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	<ul style="list-style-type: none"> <li>• Executive Summary</li> <li>• Self-Assessment</li> <li>• Principal Presentation and Interview</li> <li>• Stakeholder Surveys</li> <li>• Classroom Observations</li> <li>• Teacher Interviews</li> <li>• Apex Catalogue</li> </ul>	2
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	<ul style="list-style-type: none"> <li>• Technology Plan</li> <li>• Technology Vision Statement</li> <li>• Executive Summary</li> <li>• Self-Assessment</li> <li>• Principal Presentation and Interviews</li> </ul>	1

Indicator		Source of Evidence	Performance Level
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none"> <li>• Executive Summary</li> <li>• Self-Assessment</li> <li>• Principal Interview</li> <li>• Attendance Reports</li> <li>• Counseling Activities List</li> <li>• Artifact Review</li> <li>• Parent Teacher Conference Rates</li> <li>• RTI Coordinators' Job Description</li> </ul>	2
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none"> <li>• Executive Summary</li> <li>• Self-Assessment</li> <li>• Interviews and Presentation by Principal</li> <li>• HAWKS Plan</li> <li>• Leadership Meetings</li> <li>• 30/60/90 Plan</li> </ul>	2

## Opportunities for Improvement

Indicator	Statement	Rationale
4.3	<b>Adopt clear expectations for maintaining a safe, clean and healthy environment and share the expectations and definitions with all stakeholders.</b>	From school observations and the review of related documents, it was apparent to the members of the Diagnostic Review Team that school leadership team had implemented some practices to support a clean, safe and healthy environment. There was limited evidence, such as policies and procedures, indicating that the school was monitoring or tracking efforts to ensure expectations for cleanliness and safety were met continually. Survey data reveals that only 53% of students agree/strongly agree that the building is safe, clean and a healthy environment for learning.

Indicator	Statement	Rationale
4.4	<b>Evaluate the degree to which teachers and students have sufficient access to a range of media to support the school's educational programs. Use information from this examination to inform the development of the school technology plan.</b>	While personnel are in place to support and assist students and teachers in learning about and accessing information, the degree to which sufficient instructional resources exist appear to be limited. The team observed that there were few opportunities for students to develop literacy skills through accessing of a wide range of media, for example.
4.6/4.7	<b>Develop and implement processes to evaluate the effectiveness of student support services including counseling, career planning, etc. Develop measures of program effectiveness and use this information to inform modifications that will result in higher levels of student performance. Ensure that school support services are included in school continuous improvement planning efforts.</b>	Documentation and artifacts as well as interviews and survey data indicate that the school provides an array of student support services that address the physical, social and emotional needs of students. However, the degree to which these services and programs are consistently monitored or evaluated is not entirely evident. Some data in this area are collected such as the number of students seen in the guidance office. The effective implementation of student support programs and services should link to increased student achievement.

## Standard 5: Using Results for Continuous Improvement

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, & Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

<i>Standard 5 – Using Results for Continuous Improvement</i>	<b>Standard Performance Level</b>
The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.	<b>2</b>

Indicator		Source of Evidence	Performance Level
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none"> <li>• Staff Interviews</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Classroom Observations</li> <li>• 30/60/90 Plan</li> </ul>	2
5.2	Professional and support staffs continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	<ul style="list-style-type: none"> <li>• Staff Interviews</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• School Observations</li> <li>• 30/60/90 Plan</li> <li>• Learning Walks</li> <li>• PLC</li> <li>• Professional Learning Opportunities</li> </ul>	2
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>• PLC Meetings</li> <li>• Staff Interviews</li> <li>• Red Hawk Rounds</li> <li>• Professional Learning Opportunities</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Classroom Observations</li> <li>• Learning Walks Information</li> </ul>	2
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	<ul style="list-style-type: none"> <li>• Principal Presentation</li> <li>• Staff Interviews</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• School Observations</li> <li>• Professional Learning Opportunities</li> </ul>	2



Indicator		Source of Evidence	Performance Level
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Classroom Observations</li> <li>• Artifact Review</li> <li>• 30/60/90 Plan</li> <li>• Learning Walks Information</li> </ul>	2

### Opportunities for Improvement

Indicator	Statement	Rationale
5.1/5.2	Ensure that the school's assessment system is consistently utilized across all grade levels and courses to monitor and support teaching and learning.	While the team found that there is a school assessment system in place, the extent to which it is systematically implemented across grade levels and courses is not always apparent throughout the school. Also, the degree to which formative assessment data is routinely collected, analyzed, and used to drive the school's continuous improvement efforts was not consistently evident among all teachers. When a school has sound processes to develop and monitor its student assessment program, there is a much better chance that it achieves the desired improvement outcomes.
5.3	Ensure professional learning is provided for both instructional and support staff in the evaluation, interpretation, and use of data to help drive improvement in student performance and school effectiveness.	Professional development plans, documentation and interviews with teachers and staff did not show that all professional and support members were regularly and systematically trained in data evaluation, analysis and use.
5.4	Further refine the improvement planning process to ensure analysis of data that determines verifiable improvement in student including readiness for and success at the next level.	Interviews and documentation reveal that the school has developed an improvement planning process and is beginning to use and analyze data to guide improvement planning initiatives. The extent to which procedures for analyzing data that determines verifiable improvement in learning is, however, not fully apparent. School leaders are strongly encouraged to examine the degree to which the improvement efforts are resulting in student readiness and success at the next level.

## Part II: Conclusion

### Summary of Diagnostic Review Team Activities

In off-site work sessions, the Diagnostic Review team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted observations.

The Diagnostic Review team met via teleconference on December 28, 2012, to begin a preliminary examination of Seneca High School Internal Report and determined points of inquiry for the on-site review. Next, team members arrived in the district on Sunday, January 13, 2013 and concluded their work on Wednesday, January 16, 2013.

Seneca High School and school leaders carried out the Internal Review process as directed and in keeping with the developed timeline. Stakeholders, including students, parents and community members were candid in their responses to Diagnostic Review team members. The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
School Leaders	6
Site-Based Council Members	2
Teachers and Support Personnel	48
Parents and Community Members	10
Students	114
<b>TOTAL</b>	<b>180</b>

The Diagnostic Review team also conducted unannounced classroom observations in over 90 classrooms using the Effective Learning Environment Observation Tool (ELEOT).

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

### Overview of Findings

During the review, it was evident to the team that the leadership of the school was committed to providing students with a quality education. Professional Learning Communities (PLCs) and collegial discussions on student progress and proficiency were quite prevalent throughout the school. These discussions within the PLCs, consisting of teachers and administrators, centered on building capacity of teachers and how to use data to make informed decisions regarding classroom instruction and student success during the teaching and learning process.

Interviews with teachers revealed they felt a sense of empowerment because they were afforded opportunities to lead most of the PLCs within their departments and share their successes as well as concerns with the leadership team of the school. The establishment of

PLCs also led to increased collaboration among educators throughout Seneca High School as well as stronger support for the principal and her leadership team. Also, the team found that the new and innovative processes and ideas of the principal had changed the culture of the school and created a positive climate among all stakeholders. Staff members also shared that they were very supportive of the high expectations the principal had set for them and the students. They stated that her mottos, “No excuses, just results” and “Failure is not an option” permeated the school and empowered them and the students to want to perform at the levels.

While the school has many positive changes being implemented to increase student achievement and classroom instruction, the members of the Diagnostic Review Team discovered from interviews, the review of documents, and observation that there were limited technological resources to support teaching and learning throughout the school. Classroom observations revealed that some teachers were not using effective, researched-based educational practices to increase students’ higher-order thinking skills. Most teachers used traditional teaching methods, such as whole-group lectures, and students were frequently observed taking notes and completing pages from workbooks for an extended period of time during instruction.

Over the past 18 months, the leadership of Seneca has worked to implement innovative practices to move the school in a forward direction. The team found that the leadership had implemented successful practices to build collaborative, workable relationships among staff members and had created a positive climate and culture for teaching and learning. School leaders shared with the team that some of these new and innovative practices are still being refined to impact student achievement and teacher effectiveness.

## Standards and Indicators Summary Overview

<b><i>Standard 1 – Purpose and Direction</i></b>
<ul style="list-style-type: none"> <li>The purpose statement clearly focuses on student success and college and career-ready goals.</li> </ul>
<ul style="list-style-type: none"> <li>A commitment to shared values and beliefs about teaching and learning is evident in documentation and some decision making at the school level but is not consistently evidenced in classroom observations. This commitment is regularly reflected in communication among leaders and staff.</li> </ul>
<ul style="list-style-type: none"> <li>Evidence indicates a commitment from leadership toward instructional best practice that is not always documented within all teacher curriculum documents or evidenced in classroom observations.</li> </ul>
<ul style="list-style-type: none"> <li>School leadership has established high expectations for professional practice as illustrated through numerous job-embedded professional learning opportunities, documentation and artifacts, commitment to implementing highly functional professional learning communities. However, evidence of high expectations for teacher instructional effectiveness and rigorous academic engagement were not consistently evident.</li> </ul>
<ul style="list-style-type: none"> <li>School leaders have documented the implementation of a continuous improvement process for improving student learning and the conditions that support learning. The process has resulted in some improvement in student performance and school effectiveness. The degree to which data is consistently used to make adjustments or modifications to curriculum, instruction or assessment practices is not always apparent.</li> </ul>
<ul style="list-style-type: none"> <li>School personnel maintain a profile with a range of data on student and school performance.</li> </ul>
<ul style="list-style-type: none"> <li>The profile contains data analysis tools used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose.</li> </ul>
<ul style="list-style-type: none"> <li>The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals as evidenced by 30-60-90 day planning and the school-level quarterly report.</li> </ul>

<b><i>Standard 2 – Governance and Leadership</i></b>
<ul style="list-style-type: none"> <li>Observations and stakeholder interviews indicate that the principal and leadership teams are recognized for an uncommon, dynamic, and forceful commitment toward a school culture consistent with the school's vision and mission. Morning announcements, agendas, professional learning communities, student feedback channels and Prepare-Inquire-Act (PIA) literature all embrace the mission and vision statements of the school. The principal's leadership and directions have instilled personal responsibility, provided adaptive channels of intervention, and introduced the notion that "failure is not an option" to the student body.</li> </ul>
<ul style="list-style-type: none"> <li>The leadership team of Seneca High School has fostered a culture that is characterized by collaboration and sense of community among the professional staff.</li> </ul>

### ***Standard 2 – Governance and Leadership***

- Based on interviews with the principal, teachers, observations, and the review of documents, leadership has implemented successful practices that have created a positive climate and culture throughout the school. Positive messages are posted throughout the building and principal has set high expectations for herself, fellow staff members, and the students. Parents and community members indicated the climate for learning had improved at the school under the leadership of the current principal.
- The team also found that the leadership of the school has established procedures and practices to support the effective operation of the school.
- Based on interviews and some survey data, a professional learning program is being implemented that supports improvement in teacher effectiveness and student performance.
- The governing body of the school protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school.
- There is evidence to indicate that leaders deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose.
- The documentation, interviews, survey data and observations indicate that leadership encourages and supports students and staff members to be held to high standards to ensure that the improvement goals of the school are accomplished.
- School leaders actively support and encourage collaboration and rigorous professional growth. The degree to which school leaders have been highly effective in communicating the school's purpose and direction to all stakeholders is not entirely evident.

### ***Standard 3 – Teaching and Assessing for Learning***

- Based on the observations and the review of documents, curriculum and learning experiences in each course provide some students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. Also, most of the courses have equivalent learning expectations.
- The school has developed some processes to monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. The effectiveness of these processes is, however, not fully evident.
- All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule and staff members have been trained to implement a formal process that promotes discussion about student learning.

#### ***Standard 4 – Resources and Support Systems***

<ul style="list-style-type: none"> <li>• The team found that processes and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff.</li> </ul>
<ul style="list-style-type: none"> <li>• School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school’s purpose, educational programs, and continuous improvement.</li> </ul>
<ul style="list-style-type: none"> <li>• Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.</li> </ul>
<ul style="list-style-type: none"> <li>• School leaders work to secure material and fiscal resources to meet the needs of all students.</li> </ul>
<ul style="list-style-type: none"> <li>• During observations, the team noticed a limited technological resources and tools to support teaching and learning.</li> </ul>
<ul style="list-style-type: none"> <li>• Personnel are available to assist students and staff in learning about the tools and locations for finding and retrieving information.</li> </ul>
<ul style="list-style-type: none"> <li>• Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school.</li> </ul>

#### ***Standard 5 – Using Results for Continuous Improvement***

<ul style="list-style-type: none"> <li>• The school has an assessment system in place which provides interim and summative performance data for the core academic areas. The degree to which this data is consistently examined and utilized to make modifications and adjustments to instruction, curriculum and assessment practices is not fully apparent.</li> </ul>
<ul style="list-style-type: none"> <li>• The degree to which the improvement planning process consistently uses to guide improvement in student performance is not always apparent. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.</li> </ul>
<ul style="list-style-type: none"> <li>• There was no evidence to indicate that the school had evaluated the effectiveness of the assessment system and the degree to which it had been successful in improving instruction and student learning. Much evidence was provided to indicate that the improvement planning process had been effective in improving school conditions that support learning.</li> </ul>
<ul style="list-style-type: none"> <li>• Some evidence was presented to indicate that data and information from the assessment system is communicated to some stakeholders.</li> </ul>

## Learning Environment Summary

During the on-site review, members of the Diagnostic Review team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team assessed the quality of instruction and learning that took place classified around seven constructs or environments.

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed, an environment where high expectations are the norm, and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Diagnostic Review Team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

The results of the 84 unannounced classroom observations that the team conducted using the ELEOT provided insights into teaching and learning in classrooms across the school. However, school leaders are encouraged to engage in a more comprehensive analysis of the Effective Learning Environments Observation data.

The team used these results to confirm, refute, substantiate, and/or validate data gathered from other sources including reports, interviews, meeting minutes, surveys, and resource materials.

The existence of a well-managed learning environment was in evidence, (mean rating = 2.9), throughout all classrooms and school observations. In general, the team found students across the school to be orderly and well-behaved in classrooms. Any "off task" behavior observed appeared to be a function of the teacher's low or unclear expectations for behavior or engagement. Two components of the well-managed learning environment received particularly high ratings. F1. "Speaks and interacts respectfully with teachers and peers," received a rating of 3.2, and F2. "Follows classroom rules and works well with others," received a rating of 3.0.

The existence of a well-managed learning environment may be evidence of the school's focus on climate and culture over the last 18 months. Similarly, the existence of a supportive learning environment was also in evidence, (mean rating = 2.9). The team generally observed students demonstrating or expressing that learning experiences are positive, and were allowed to engage in learning activities without fear of negative feedback. Perhaps most importantly, students were provided support and assistance to understand content and accomplish tasks.

An active learning environment was also in evidence, (mean rating = 2.7). The team generally observed students following teacher directions to engage in learning activities which were primarily listening to and watching the teacher lecture or lead class discussion. The ratings may reflect students' willingness to comply with teachers' instructions to listen, pay attention, respect the authority of the teacher and etc.

The use of technology for deepening teaching and learning, (mean rating = 1.5), indicated that there was little to no observational evidence that this was being implemented throughout the school. There were very few instances where students were observed using technology for the purposes of higher order learning, e.g., conducting research or solving problems. Though some teachers used technology, it was mostly for lower order functions (e.g., as a projector).

The school may also want to give careful consideration to the rating for the high expectations learning environment, (mean rating = 2.6). There was little evidence that students had access to exemplars of high quality work, B.3, which was rated at 2.3. Additionally, B.5, which was rated at 2.5, measures the extent to which students are asked to respond to high order thinking (e.g., applying, evaluating, synthesizing). The degree to which students across the school are being appropriately challenged and are required to engage in activities that require the use of higher order thinking skills appears to be somewhat limited. Of the 84 classrooms observed, 35, or 42% received rating of 1 or 2 for B.5 or the presence of higher order thinking activities.

Two other components with the moderate ELEOT results focused on creating (1) an equitable learning environment (mean rating = 2.5) and (2) a progress monitoring and feedback environment, (mean rating = 2.6), in which, for example, students are asked about their individual progress, respond to teacher feedback to improve their understanding or demonstrate their understanding of content. Associated with an equitable learning environment would be the existence of differentiated learning opportunities and activities, A.1, rated at 2.3 and opportunities to learn about cultural backgrounds and differences, A4, which was rated at 2.1.

Classroom observations also indicate:

- Limited evidence that teachers across the school use a variety of instructional strategies to meet the needs of all students
- The existence of some high quality and effective instructional practices including differentiated instructional activities such as: small group instruction, peer tutoring, problem-solving activities, small group discussion and reflection, collaborative learning activities, use of technology to solve problems, higher order questioning.



## Improvement Priorities

Indicator	Statement	Rationale
1.2	Enhance efforts to engage all teachers and other stakeholders in developing challenging and equitable educational programs and learning experiences in all classrooms. Ensure that the focus in every class is on mastery of academic standards and depth of understanding including the application of knowledge and skills.	Staff interviews, classroom observations, and lesson planning reveal evidence that there is some commitment to instructional practice focused on student engagement and achievement in the areas of life skills and critical thinking. The existence of leadership's commitment to ensure students are provided with challenging educational programs is present at Seneca High School, and this commitment has been shared with teachers and staff members throughout the school. However, a systematic plan to ensure every classroom is providing highly effective instruction aligned to the school's formal statements of purpose and direction has not been fully developed.
3.3	Increase student engagement through instructional practices that ensure achievement of learning expectations including opportunities for student collaboration, self-reflection, application, integration of content and skills, and use of technologies as instructional resources and tools.	Based on classroom observations, the team noticed that the majority of classrooms observed were lecture driven, and the primary student activity was note taking or independent seatwork. Classrooms were well-managed and appropriate levels of student engagement were observed in general. However, opportunities for students to develop critical thinking skills, engage in collaboration with other students, or reflect on their learning were very limited. Opportunities to integrate content from other disciplines or use technologies as instructional resources or tools were also very limited. 64% of students responded that they agree/strongly agree with the statement, "All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed." 44% of students responded that they agree/strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs."

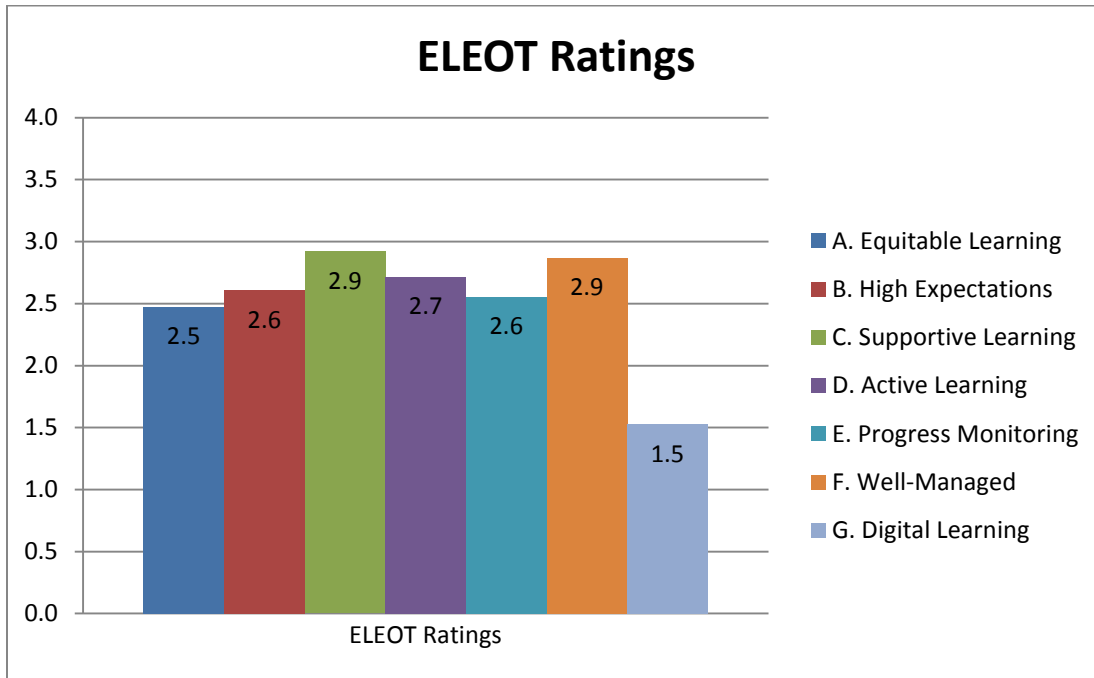
Indicator	Statement	Rationale
<b>3.4</b>	<b>Refine supervision and monitoring of instructional practices to ensure that they are (1) aligned with the school's values and beliefs about teaching and learning, (2) are teaching the approved curriculum, (3) are directly engaged with all students in the oversight of their learning and (4) use content specific standards of professional practice.</b>	Artifact review conducted by the team provided some evidence that the administration has a plan for monitoring classroom instruction. However, classroom observations, stakeholder interviews, and school leadership presentations validated there was little or no evidence that walkthroughs take place on a regular basis and the data is collected, compiled, shared and used to improve instruction. Classroom observations revealed significant variation in instructional effectiveness.
<b>3.10</b>	<b>Ensure that grading and reporting are based on defined policies, processes, and procedures across all grade levels and subjects.</b>	Based on stakeholder interviews and the review of documentation, it was discovered by the team that policies, processes, and procedures related to grading across all grade levels and subjects lacked consistency within the school. The team found that there was limited data to support that every educator within the building was implementing consistent practices in regards to grading. When policies and procedures about grading and reporting are consistent in a school, it leads to less confusion for parents and students regarding the school's expectations, goals, and learning targets for students. Also, information regarding policies, processes, and procedures is documented in writing to support the school when questions arise regarding grading and course verification and/or requirements.

Indicator	Statement	Rationale
4.5	<b>Ensure technology infrastructure meets the teaching, learning, and operational needs of the school.</b>	Interviews and observations consistently indicated that available technology was not utilized effectively, and support systems for technology integration were not available. Technology was not being utilized as a “student-centered” resource to develop higher order thinking skills, solve or research problems, collaborate, or to personalize instruction. For the most part, teachers’ use of technology was primarily to replace the blackboard/overhead. In some instances, limited bandwidth affected student and teacher usage. Interviews did not indicate that effective integration of technology was an expectation established within Seneca High School. Also, there was little evidence that the school had developed a technology plan to address technology services and infrastructure needs. Because of the demand for students to be able to compete in a global society once they leave high school, it is vital that they have access to technological tools and resources.
5.5	<b>Evaluate the degree to which the school is effectively implementing a continuous improvement planning process that: (1) requires the continuous collection, analysis and use of data from a range of data sources; (2) is highly collaborative and involves teachers as well as parents; (3) is regularly updated when new data becomes available; (4) includes ongoing communication of goals, activities and results to broad stakeholder groups. Use information from this evaluation to guide improvements.</b>	A school improvement planning process exists in the school which is well documented. It has been used to improve the climate and culture of the school during the last 18 months. It is true that the process has yielded mixed results in terms of student performance. The degree to which multiple sources of data are being used to drive the improvement process is not always evident. Interviews and documentation indicate that the process is not highly collaborative involving primarily the school leadership team. Documentation and interviews also reveal that systematic communication about improvement planning is not communicated broadly to stakeholders.

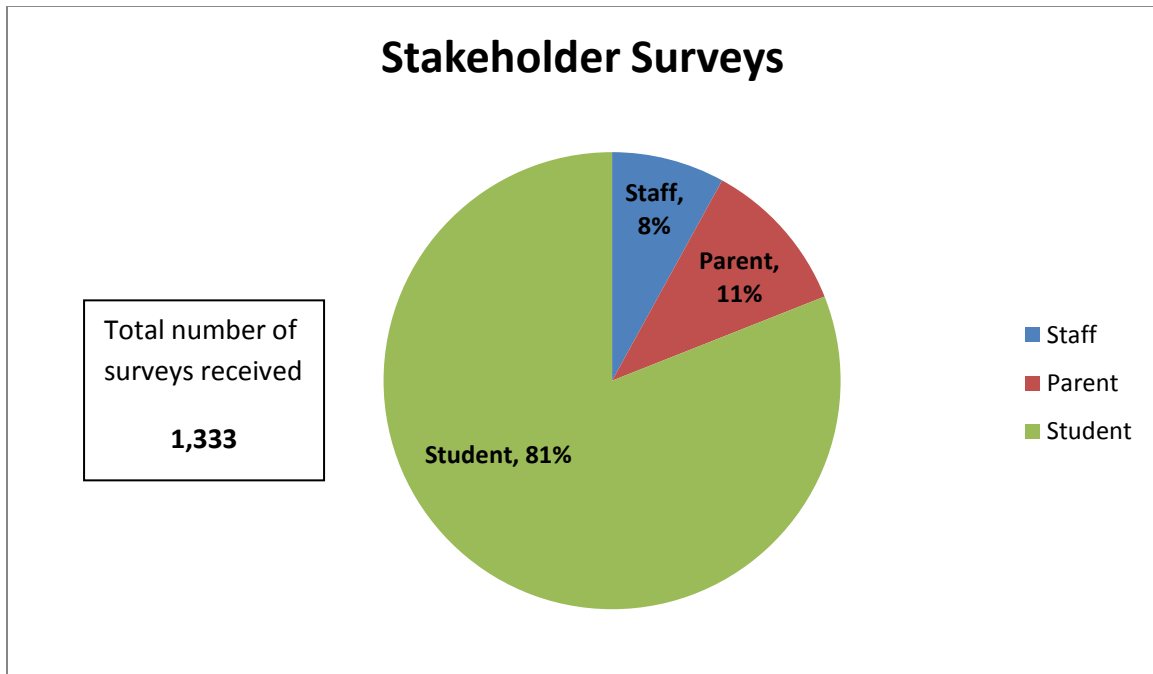
## Part III: Addenda

### Diagnostic Review Visuals

**Average learning environment  
ratings from all observations**



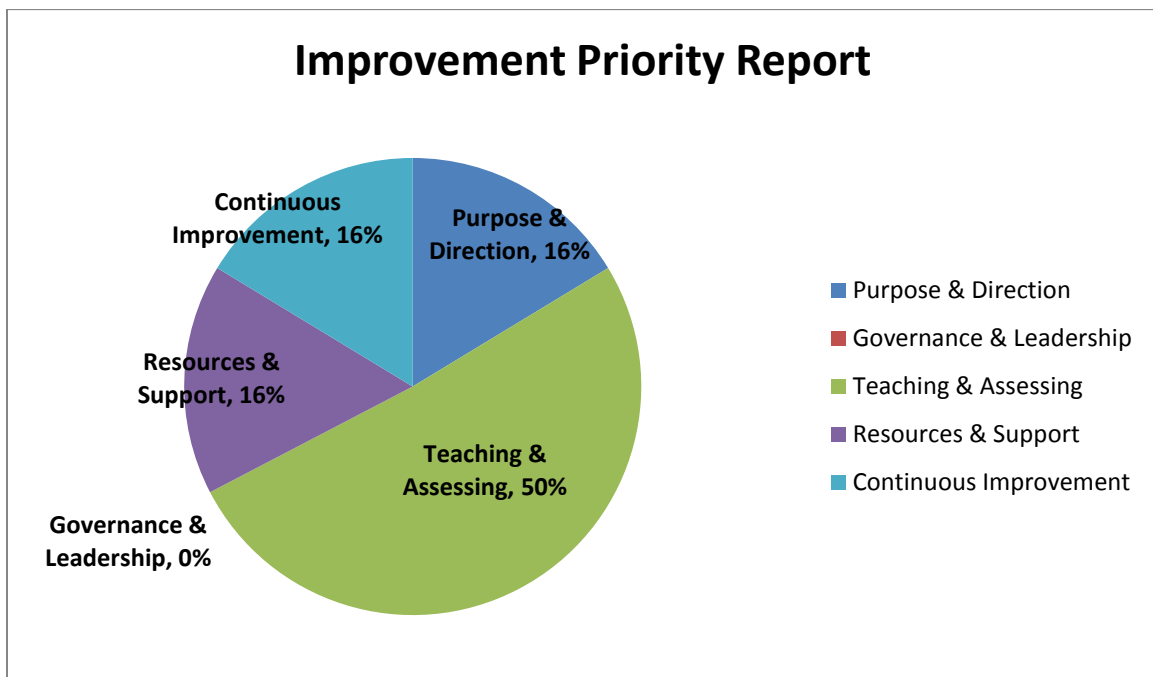
**Percentages of stakeholder  
groups that completed the**



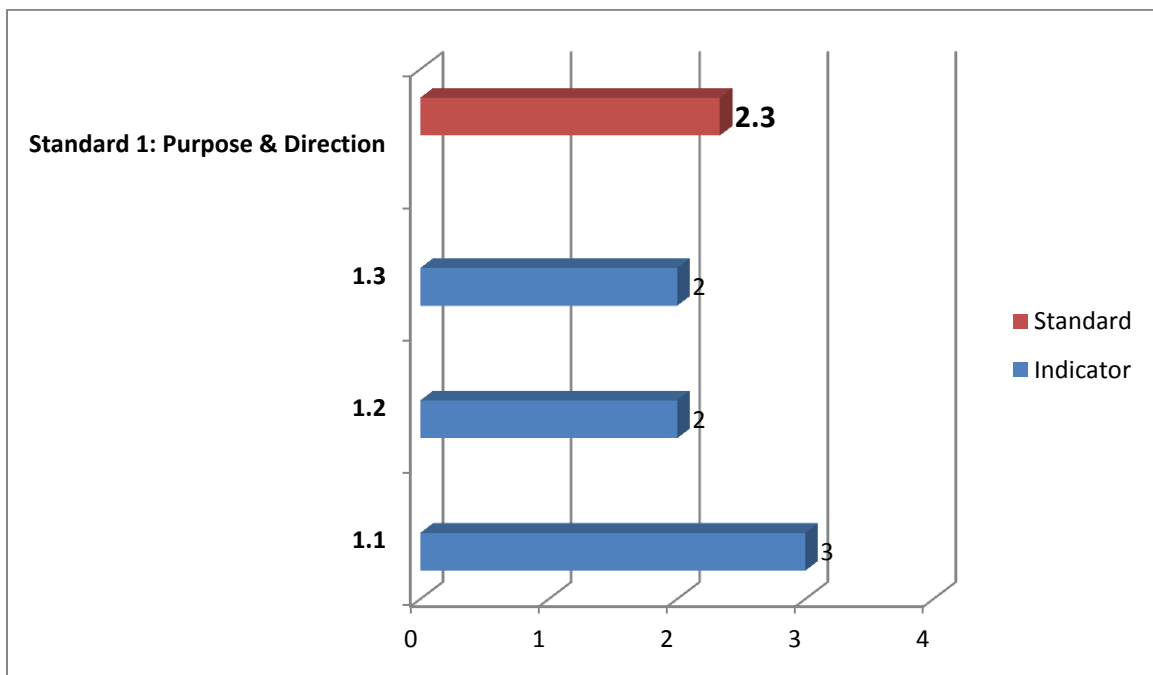
**Self-Assessment Performance Level Ratings**

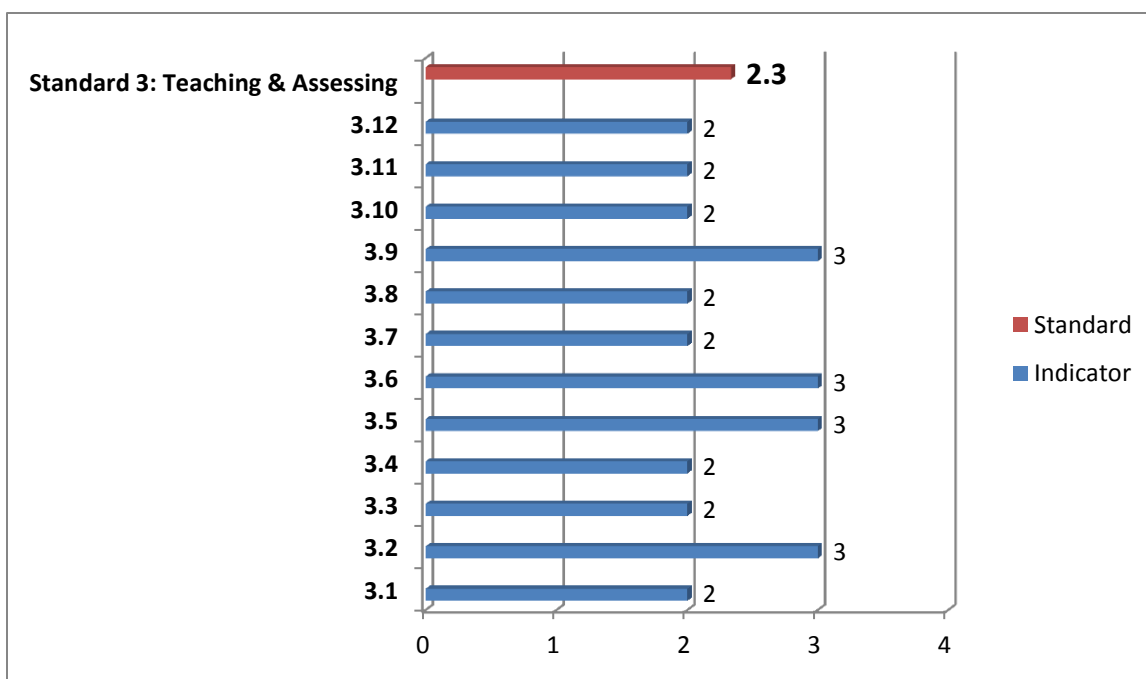
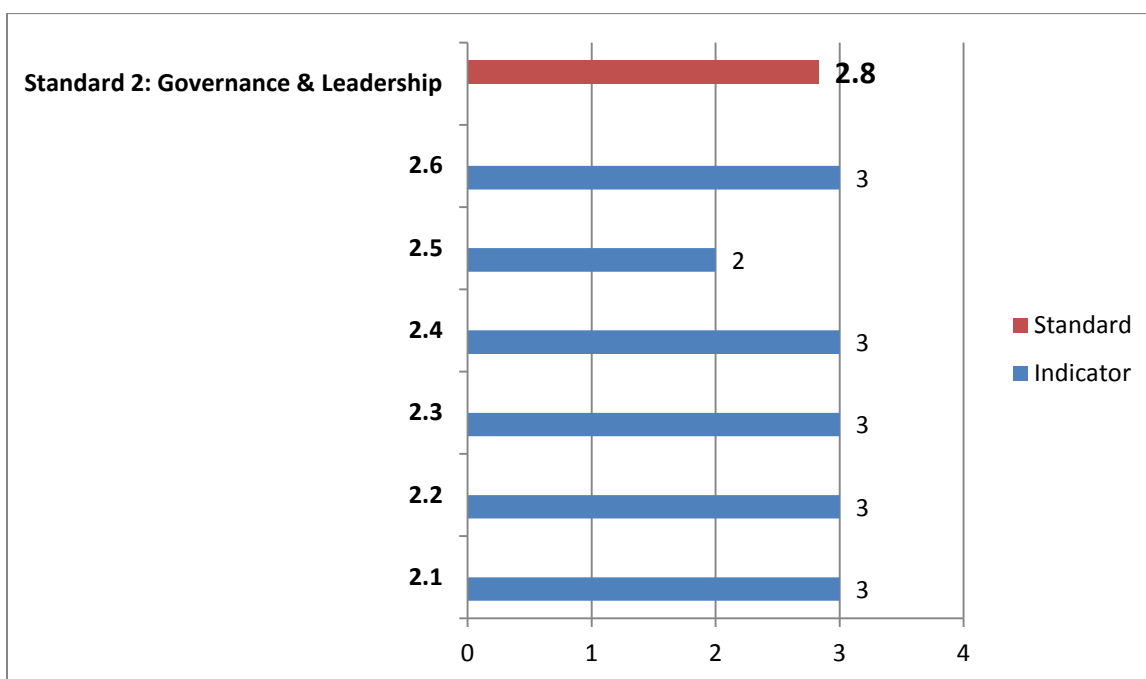
<b>Indicator Assessment Report</b>		
<i>Indicator</i>	<i>School Rating</i>	<i>Review Team Rating</i>
1.1	3	3
1.2	4	2
1.3	3	2
2.1	4	3
2.2	3	3
2.3	3	3
2.4	4	3
2.5	3	2
2.6	4	3
3.1	3	2
3.2	3	3
3.3	3	2
3.4	3	2
3.5	3	3
3.6	3	3
3.7	4	2
3.8	3	2
3.9	3	3
3.10	3	2
3.11	4	2
3.12	3	2
4.1	3	3
4.2	3	3
4.3	4	2
4.4	3	2
4.5	2	1
4.6	3	2
4.7	3	2
5.1	3	2
5.2	3	2
5.3	3	2
5.4	3	2
5.5	3	2

**Percentage of Standards identified  
as Improvement Priorities**

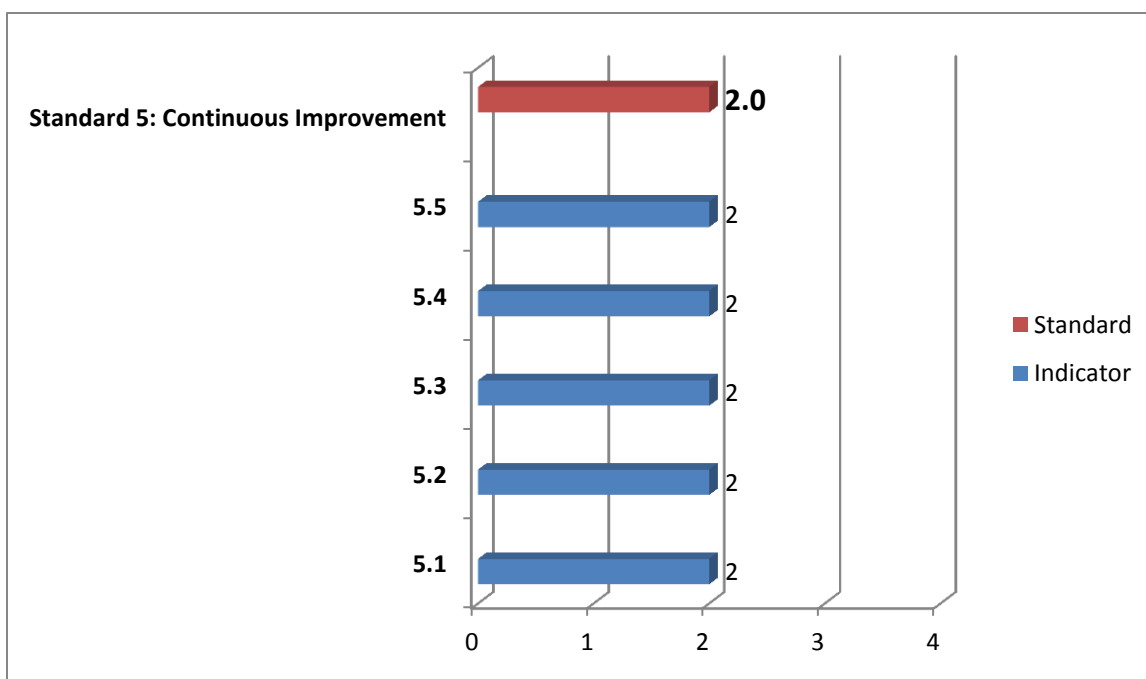
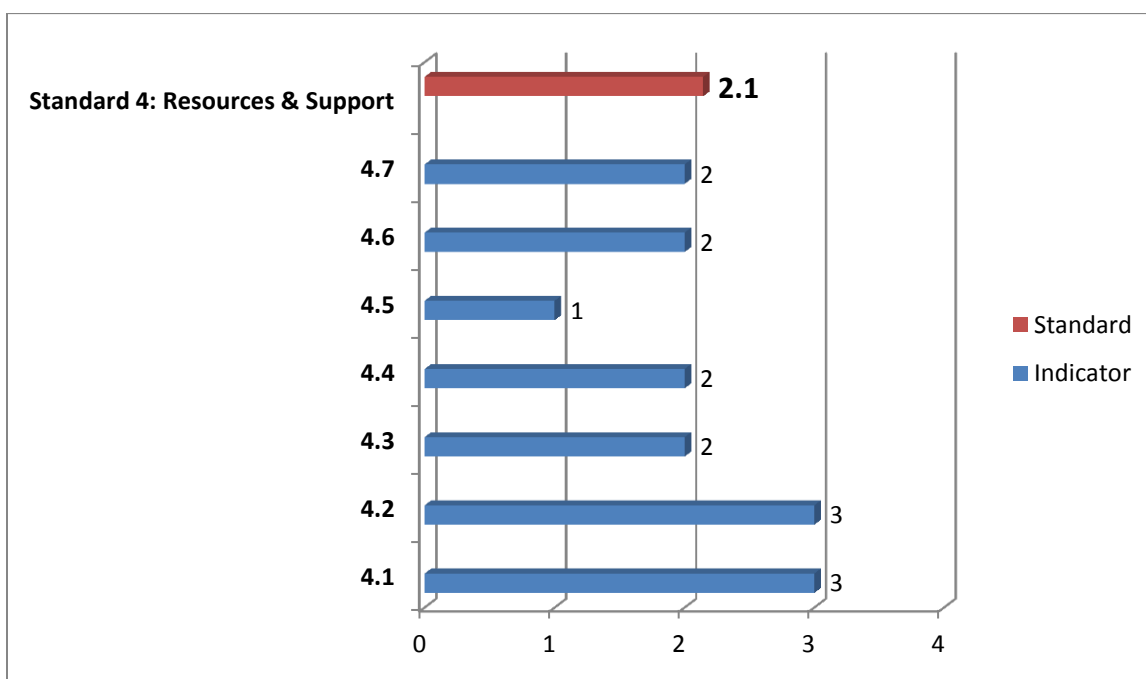


**Average ratings for each  
Standard and its Indicators**









## 2013 Leadership Assessment/Diagnostic Review Addendum

### Seneca High School 2011 Leadership Assessment Report Identified Deficiencies

#### Deficiency 1:

The principal has not empowered teachers as collaborative decision-makers.

	This deficiency has been addressed in an exemplary manner.
X	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
<b>Evidence:</b> Professional Learning Community Teacher Leaders, common planning, job-embedded professional development activities, leadership team's involvement in the development of the 30, 60, & 90 Day Plan, Leadership Retreat, and numerous professional development activities	
<b>Comments:</b> Based on interviews and documents, the principal has acted in a proactive and persistent manner to empower staff members and to create a collaborative culture regarding the decision making process related to student achievement and the success of Seneca High School. Interviews revealed that there is positive engagement in professional learning activities within the school. The principal requires teacher reflection/feedback following these experiences to determine the relevance of ideas for all staff members. Also, a strong sense of community and ownership exists among the principal and staff members at the school.	

#### Deficiency 2:

The principal has not ensured that classroom instructional practices meet the needs of all students.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
<b>Evidence:</b> Classroom observations, teacher interviews and Classroom Instructional Framework.	
<b>Comments:</b> Based on observations and curriculum documents, some teachers use an instructional process that informs students of learning expectations, effectively uses formative assessments to inform instruction, and promotes mastery of standards of performance. However, the process does not always provide students with specific and immediate feedback about their learning. While the principal has determined that this is an area of focus for Seneca High School, there is still room for growth for this deficiency.	

**Deficiency 3:**

**The school council and the principal do not use emerging data to guide their decision-making.**

	This deficiency has been addressed in an exemplary manner.
X	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
<p>Evidence: Data meeting agendas, learning walk feedback, leadership team agenda/minutes, professional learning community teacher leaders' agenda/minutes, teacher interviews and student assessment data.</p>	
<p>Comments: The principal and staff of Seneca High School have implemented an improvement planning process that includes the collection and analysis of data. To some degree, the school has been successful in applying learning from multiple data sources to guide some decision-making which has resulted in improvement in climate and student performance. Multiple data sources are used to provide a review of student learning, instruction, and the conditions that support learning. The principal and her staff use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.</p>	

**Deficiency 4: (AdvancED Standard: 4/ Indicator: 4.6**

**The principal and staff view demographics as the primary barrier to students learning.**

X	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
<p>Evidence: Professional development agendas, professional learning community agendas/minutes, surveys, vision/mission work documents and Red Hawk (advisory/advisee) lessons.</p>	
<p>Comments: Based on the review of documents and interviews, the principal has implemented a clearly defined process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students through advisory sessions and intervention groupings. Improvement plans related to these programs are collaboratively designed and implemented to meet the needs of students. The monitoring of this work is built into processes as part of a continuous improvement cycle.</p>	

**Deficiency 5:**

**The principal has not established high academic expectations.**

X	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.

	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
Evidence: Mission, vision, beliefs, HIP (Hawks Intervention Program), educational consultants, Friday Focus, student and staff survey data, college and career activities, and intervention programs.	
Comments: Based on interviews with the principals and staff members at Seneca High School, it was very apparent to the Diagnostic Review Team that the principal and her staff work to consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. The administration is engaged in re-shaping the school culture to support high expectations for all students and staff including holding all stakeholders accountable for student learning.	

## Diagnostic Review Team Schedule

### Diagnostic Review Schedule Seneca High School Jefferson County, Kentucky

#### FRIDAY, December 28, 2012

Time	Event	Where	Who
9:00-10:30	Preconference w/ Team		Diagnostic Review Team Members

#### SUNDAY, January 13, 2013

Time	Event	Where	Who
3:00 p.m.	Check-in	Louisville Marriott East	Diagnostic Review Team Members
2:00 p.m.- 3:30 p.m.	Meeting - Lead Evaluators in Cardinal Room	Louisville Marriott East	Lead Evaluators
4:00 p.m. -5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 p.m. – 8:30 p.m.	Team Work Session #1 Reviewing Internal Review documents and determining initial ratings on all indicators	Hotel Conference Room	Diagnostic Review Team Members

#### MONDAY, January 14, 2013

Time	Event	Where	Who
	Breakfast	Louisville Marriott East	Diagnostic Review Team Members
7:30 a.m.	Team arrives at school	School office	Diagnostic Review Team Members
8:00 – 9:00 a.m.	Standards Presentation - Questions/topics to be addressed:  1. Vision, i.e., where has the school come from, where is the school now, and where is the school trying to go from here? <u>This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as conditions that support learning.</u>  2. Overview of the School Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement.  3. How did the school and system ensure that the Internal Review process was carried out with integrity at the school level?	Conference room or other private work area that can be designated for team use during the three day on-site review	

	4. What has the school and system done to evaluate, support, monitor and ensure improvement in student performance as well as conditions that support learning? 5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning conditions and student achievement have improved?		
9:00– 9:15 a.m.	Break	Seneca High School	Diagnostic Review Team Members
9:15 – 10:15a.m.	Principal interview(Teams A/B) Observations (Teams C, D, E, F, G)	Seneca High School	Interview Team s A & B/Diagnostic Review Team Observers
10:15– 11:45 a.m.	Begin school and classroom observations *Team members; be sure to consider lunch period schedule during this time.	Seneca High School	Diagnostic Review Team Members (working in pairs or as individuals)
11:45 a.m.-12:30 p.m.	Lunch & Team Debriefing	Seneca High School	Diagnostic Review Team Members
12:30 – 4:00 p.m.	Interviews/Classroom observations continue	Seneca High School	
	Small group (3-5 persons) interviews should be scheduled for 1. School-based District Personnel (12:30-1:15pm) Teams ( A & B) 2. Students (1:05-1:55 pm) Teams (C, F, & E) 3. Community Partners (2:30-3:15 pm) Team (D) 4. Parents (3:00- 3:45 pm) (Teams C & G) 5. Team members not participating in interviews from 2:30- 4:00 pm will meet w/ Dr. Harrison & Mrs. Brock; others will join us as they finish interviewing--- location TBD	Seneca High School	Diagnostic Review Team Members (working in pairs or as individuals) (Interview Teams A,B, C, D, E, F, & G)
	Begin review of artifacts and documentation		Diagnostic Review Team Members (working in pairs or as individuals)
4:00 p.m.	Team returns to hotel		Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 – 9:00 p.m.	Evening Work Session #2 <ul style="list-style-type: none"> <li>Review findings from Monday</li> <li>Team members working in pairs re-examine ratings and report back to full team</li> <li>Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities at the standard level</li> </ul>	Hotel conference room	Diagnostic Review Team Members

	(indicator specific) <ul style="list-style-type: none"> <li>Prepare for Day 2</li> </ul>		
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## TUESDAY, January 15, 2013

Time	Event	Where	Who
	Breakfast	Louisville Marriott East	Diagnostic Review Team Members
8:00 a.m.	Team arrives at school		Diagnostic Review Team Members
8:00 – 11:45 a.m.	School and classroom observations		Diagnostic Review Team members (working in pairs or as individuals)
8:00 – 11:45 a.m.	Teacher Interviews	Seneca High School	Interview Team s A, & B /Diagnostic Review Team Observers
	Continue artifact review, as necessary, not completed on day #1		Diagnostic Review Team Members
11:45 a.m.-12:30 p.m.	Lunch & team debriefing	Seneca High School	Diagnostic Review Team Members
12:30 - 4:00 p.m.	School and classroom observations Artifacts review Complete teacher interviews as necessary	Seneca High School	Interview Team s C, D, E, & F /Diagnostic Review Team Observers
5:30 – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 – 9:30 p.m.	Evening Work Session #3 <ul style="list-style-type: none"> <li>Review findings from Tuesday</li> <li>Team deliberations to determine standards and indicators ratings</li> <li>Powerful Practices and Opportunities for Improvement at the standard level (assign team member writing assignments)</li> <li>Improvement Priorities – (assign team members writing assignments)</li> <li>Tabulate Learning Environment ratings</li> </ul> Team member discussion: <ul style="list-style-type: none"> <li>Themes that have emerged from an analysis of the standards and indicators, identification of Powerful Practices, Improvement Priorities, as well as a listing of any schools that are falling below OR exceeding expectations and possible causes.</li> <li>Themes that emerged from the Learning Environment evaluation</li> </ul>	Hotel Conference Room	Diagnostic Review Team Members

	including a description of practices and programs that the institution indicated should be taking place compared to what the team actually observed. Give generic examples (if any) of poor practices and excellent practices observed. (Individual schools or teachers should not be identified.)		
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### WEDNESDAY, January 16, 2013

Time	Event	Where	Who
	Breakfast	Louisville Marriott East	Diagnostic Review Team
7:30 a.m.	Check out of hotel and departure for school	Louisville Marriott East	Diagnostic Review Team
8:00 – 11:00 a.m.	Classroom and school observations *Hawk Period (Advisory Period) - 8:45-9:40 a.m. *School Lunch Period 10:45 a.m. - 12:20 p.m.	Seneca High School	Diagnostic Review Team Members (working in pairs or as individuals)
11:00 – 1:30	Final Team Work Session Examine <ul style="list-style-type: none"> <li>• Final ratings for standards and indicators</li> <li>• Powerful Practices (indicators rated at 4)</li> <li>• Opportunities for Improvement (indicators rated at 2)</li> <li>• Improvement Priorities (indicators rated at 1 or 2)</li> <li>• Summary overview for each standard</li> <li>• Learning Environment narrative</li> <li>• Next steps</li> </ul>	Seneca High School	Diagnostic Review Team Members
11:30 a.m.-12:15 p.m	Working Lunch	Seneca High School	Diagnostic Review Team
1:30– 2:00 p.m.	Kentucky Department of Education Leadership Determination Session	Seneca High School	Diagnostic Review Team Members
2:00 – 2:15 p.m.	Exit Report with the principal The Exit Report will be a brief meeting for the Lead Evaluator and team members to express their appreciation for hosting the on-site review to the principal. All substantive information regarding the Diagnostic Review will be delivered to the principal and system leaders in a separate meeting to be scheduled later. <u>The Exit Report will not be a time to discuss the team's findings, ratings, individual impressions of the school, make evaluative statements or share any information from the Diagnostic Review Team report.</u>	Seneca High School	Diagnostic Review Team



## **About AdvancED**

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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**School Diagnostic Review Summary Report**  
**Seneca High Magnet Career Academy**  
**Jefferson County Public Schools**  
**1/13/2013 – 1/16/2013**

The members of the Seneca High Magnet Career Academy Diagnostic Review Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

Principal Authority:

The principal does have the ability to lead the intervention and should remain as principal of Seneca High Magnet Career Academy to continue her roles and responsibilities established in KRS 160.345.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

\_\_\_\_\_ Date: \_\_\_\_\_

I have received the diagnostic review report for Seneca High Magnet Career Academy.

Principal, Seneca High Magnet Career Academy

\_\_\_\_\_ Date: \_\_\_\_\_

Superintendent, Jefferson County Public Schools

\_\_\_\_\_ Date: \_\_\_\_\_